



Aspect Western Sydney School Annual Report
For the year 2017

Inside the report

Message from the Principal.....	3
Message from the P&F.....	4
Student performance in standardised national and state-wide tests and examinations.....	5
Literacy and Numeracy Assessments.....	5
Senior Secondary Outcomes.....	5
Professional learning and teaching standards.....	5
Teacher accreditation.....	5
Teaching standards.....	5
Professional learning.....	6
Composition of teaching staff.....	7
Student attendance.....	7
Managing students' non-attendance.....	7
Student retention rates.....	7
Enrolment.....	8
Enrolment Policies.....	8
Policy - Service Entry: Schools.....	8
Policy - Service Exit: Schools.....	9
Other School Policies.....	10
School-determined improvement targets.....	12
2017 school determined priority areas for improvement and comments on the achievements.....	12
School determined priorities for 2018.....	14
Respect and responsibility.....	15
Parent, student and teacher satisfaction.....	15
Financial Information.....	16
Recurrent/capital income 2017.....	16
Recurrent/capital expenditure 2017.....	16

Autism Spectrum Australia (Aspect) is Australia's largest not-for-profit provider of services and supports working with people on the autism spectrum and their families.

Knowledge about autism has come a long way since 1966 when six families founded Aspect as the Autistic Children's Association of NSW to provide schooling and support. Now, Aspect operates one of the world's largest networks of schools and satellite classes for students on the autism spectrum with an enrolment of around 1000 students across the 9 Aspect schools in New South Wales and South Australia.

We offer evidence-informed services and supports across all life stages and share this evidence-informed Aspect practice and applied research internationally.

At Aspect, we provide people on the autism spectrum with the opportunity to realise their unique potential, as well as providing much needed support to their families, carers, friends and colleagues. Aspect's vision is to provide the best possible opportunities for people on the spectrum. We believe that people on the autism spectrum are a different brilliant.

Our Vision *The best opportunities for people on the autism spectrum.*

Our Mission *We develop person-centred solutions which are flexible, responsive and evidence-informed, with people of all ages on the autism spectrum.*

Our Values *We are passionate about people, about being positive and about what's possible.*

Message from the Principal

2017 was a very exciting year with many goals achieved across the school in keeping with its business plan.

In 2017 Aspect Western Sydney School maintained its commitment to improving service delivery in line with the Aspect Comprehensive Approach for Education (ACAE) and school wide business plan. Main areas of focus were improving person centered and family focused practice and increasing and improving parent engagement. Focus included, providing the school's staff extended professional development in key areas across both the autism specific areas of learning and those linked to curriculum and professional teaching standards.

In an effort to both increase and improve parental engagement, the school implemented social media initiatives which included the establishment of its closed Facebook page and extended the use of its Skoolbag app for families and staff. Across three of the school's satellite classes, the "Seesaw" app was trialed in an attempt to create greater connection between staff, the school and families.

Our school continued to work with the Association of Independent Schools (AISNSW) on its Embedding Excellence program. The project which commenced in 2016 continued to enable the school to focus on increasing its engagement of teachers, students and families and work collectively to

further improve service delivery and improved outcomes for students on the autism spectrum.

In 2017 the school participated in the NESA registration and accreditation process. Whilst the school was granted registration and accreditation for another period of 5 years, there were areas related to both curriculum development and procedures that NESA requested further strengthening and this resulted in a monitoring process put in place for review in early 2018.

In October the school, with the help of AISNSW Curriculum Support Consultants, a school wide improvement plan was set in place to address and strengthen areas across its K-12 curriculum that NESA auditors determined would require further review in early 2018. Improvement plan will see adjustments to how the school plans and implements its curriculum across all K-12 areas.

In December the school was successful in receiving a significant community grant which would enable the school to undertake further playground upgrades at its main site designed to further improve recreational and social options and activities for students.

Giovanni Gulli
Principal



Message from the P&F

2017 was another successful year for the school's P&F. The P&F continued its focus on an inclusive environment to encourage all families and in particular those new to the school, to become more involved in our school fundraising activities.

The P&F and its supporters worked hard in 2017 to assist the school through fundraising activities. With support received from our school community, our fundraising activities were again successful.

Fundraising activities included the P&F hosting 3 Bunnings BBQ days across the year and the Christmas hampers.

Funds raised by the P&F contributed to specific activities across the school including Operation Art and the end of year school award and presentation night and school concert. Various resources and activities for children were also funded by the money raised by the P&F.

Kim Geerin
P&F President



Student performance in standardised national and state-wide tests and examinations

Each student has an individual profile of characteristics that outlines strengths and interests, current levels of functioning and areas for development in the autism-specific areas of learning: social communication, social interaction, behaviours and sensory processing which are integrated into the NSW Board of Studies mainstream curriculum - the Key Learning Areas (KLAs). The school uses a multi-disciplinary team approach, working collaboratively with families to develop the best possible outcomes for the students. The school provides information and training workshops to families to help them support their child.

Literacy and Numeracy Assessments

For NAPLAN results, please refer to My School website www.myschool.edu.au

Senior Secondary Outcomes

Record of School Achievement

In 2017 the school had 10 students who were eligible for the Record of Student Achievement. 9 of the 10 students moved in to Year 11 and 12 with 1 student remaining to complete and extended stage 5 program.

Higher School Certificate

In 2017 the school had 2 students who completed Life Skills HSC program.

Professional learning and teaching standards

Teacher accreditation

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	14
Conditional	3
Provisional	9
Proficient Teacher	19
Highly Accomplished Teacher(voluntary accreditation)	NIL
Lead Teacher (voluntary accreditation)	NIL
Total number of teachers	45

Teaching standards

All teachers have teacher education qualifications from a higher education institution within Australia or as

recognised within the National Office of Overseas Skills Recognition (AOI-NOOSR) guidelines.

Professional learning

Professional learning activities included:

Description of professional learning activity	No. of staff participating
Aspect Comprehensive Approach for Education - (developing Student Individualised Plan)	All
Staff Induction - New Staff Aspect Western Sydney On Line Induction Modules 1 Phases A-C	38
Aspect Professional Code of Conduct	All
Management of Actual or Potential Aggression (foundation and refresher courses) - a framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive verbal and physical behaviours	All
Foundations of Positive Behaviour Support online course - an introduction to the theory and concepts of positive behaviour support and its application to working with students with an autism spectrum disorder in the school setting	15
Child Protection - responsibilities related to child protection based on state/territory legislation, federal legislation and Aspect policy and procedures	All
Designing and effective scope and sequence (School Wide K-6)	2
CPR training - skills to provide Cardio Pulmonary Resuscitation (CPR)	59
First Aid - knowledge and skills to help an ill or injured person until emergency help arrives	2
ICT Publications-Lesson Observation and Feedback	7
Asia Pacific Autism Conference (APAC 2017) - an international autism community conference focusing on the shift in autism research and practice to look beyond the early childhood and school years and focus on the whole lifespan for people on the spectrum	8
Child Protection in the Workplace and Professional Boundaries (Refresher)	All
NSW Anaphylaxis Education Program	68
Kids Matter-123 Magic and Emotion Coaching-Manage Difficult Behaviour in Children	4
Destination Imagination STEM/Science Technology	1
Governance Symposium AIS	2
Pathways-HR Management. The Essentials for Community Organisations	2
Lego Education MTA-Introductory Robotics Workshop Coding Made easy with Lego	4
IEU-Practical Classroom Management	3
AISNSW Conference- Reconceptualising Assessment-Unlocking Learning and Broadening Practice	3
AIS Online Module-Obligations in Identifying and Responding to Children and Young People at Risk	12
WHS-Safety in the Workplace	All

Description of professional learning activity	No. of staff participating
AIS Online Modules-The Principles of Purposeful Programming. Planning and Programming NSW Syllabus.K-10	30
AIS Online Module-Disability Legislation	All
Delta Australia Staff Fire Safety Induction-General Evacuation Instruction	5
AIS Embedding Excellence Project Introduction	All
WHS Risk Management & Incident Reporting	All
Whole School Scope and Sequence linked to Curriculum Design and Development K-12	All

Composition of teaching staff

Composition of Aspect Western Sydney School staff is documented on the My School website www.myschool.edu.au

No staff is identified as of Aboriginal and/or Torres Strait Islander background.

Student attendance

Student attendance rates

Year level	Attendance rate %
Kindergarten	91.67%
Year 1	91.55%
Year 2	90.79%
Year 3	88.74%
Year 4	87.77%
Year 5	92.12%
Year 6	88.62%
Year 7	90.75%
Year 8	88.26%
Year 9	90.97%
Year 10	92.58%
Year 11	92.80%
Year 12	73.40%

For the whole school attendance rate, please refer to the school's data on the My School website www.myschool.edu.au.

Managing students' non-attendance

Non-attendance is managed by the Principal. Meetings with parents can be convened in view of developing necessary supports. Supports may include but are not limited to a behaviour support plan, behaviour contract, changes to program offered (i.e. incorporating more special interest project based learning), and school attendance improvement plan.

Student retention rates

As with all of Aspect's schools, Aspect Western Sydney School has a policy of transitioning students into less specialised/ more inclusive settings. The decision to transition a student is based on the student's readiness and ability to cope in a less specialised setting and is made in collaboration with families/carers as part of the student's Individualised Plan (IP). The success of the school's transition program is reflected in the relatively small number of students enrolled across the school in Year 3 upward.

In 2017, 33 students transitioned from our school. 22 students transitioned to mainstream schools, 3 to support classes, 5 to other special school settings, 1 student was enrolled in Distance Education Program and 2 students moving to Post School destinations.

Post school destinations

Of the 2 students who were over 17 years of age and left in 2017, one continued on to enroll in TAFE, while the other moved to other post-school destination.

Enrolment

In 2017 Aspect Western Sydney School had an average enrolment of 161 students, 19 girls and 142 boys.

Enrolment Policies

Policy - Service Entry: Schools

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Policy Purpose

This policy details the processes to be followed to determine eligibility for placement in an Aspect School.

Scope

For all Aspect schools.

Definitions

Eligible school aged child - Eligibility for enrolment in an Aspect school requires a diagnosis of an autism spectrum disorder by a pediatrician, clinical psychologist or psychiatrist and a recent cognitive assessment by a psychologist.

Aspect School Enrolment Committee - is the school based committee that meets once per term to determine if a child is eligible for placement. It comprises:

School Principal

School Family Counsellor

School Coordinator

Aspect Eligibility Committee - is the Education Committee, convened by the National Director, Aspect Education that clarifies applications sent by the Aspect School Enrolment Committee.

Procedures

Each Aspect School Principal is responsible for:

- 1) Organising an information meeting once per school term for prospective parents or guardians who would like to enroll their child.
 - a. This meeting outlines the school program and application process
 - b. Application for enrolment form is available at this meeting.
- 2) Convening the Aspect School Enrolment Committee which meets once per school term following the information meeting to review applications submitted.
 - a. This committee determines if a child is eligible for placement in an Aspect School. To be eligible for placement in one of Aspect's schools, prospective students must have the following:

- a current diagnosis which clearly states that the child fulfils the criteria for ASD from a specialist medical practitioner or clinical psychologist, which is not more than 12 months old and

- a current standardised cognitive or developmental assessment (e.g. IQ Testing, Griffiths, WISC-IV, WPPSI-III, Stanford Binet V), which is not more than 2 years old.

3) Informing the parents of the outcome of their child's application for a placement in an Aspect school.

a. If the child has been deemed eligible by the Aspect School Enrolment Committee, the principal will inform the parents or guardians that the diagnosis has been confirmed and their child's name has been placed on the schools waiting list. If a vacancy arises, the school principal or delegate interviews families that might fill the vacancy regarding accommodations/adjustments for their child.

4) Referring the application to the Aspect Eligibility Committee if the diagnosis needs clarification.

The National Director, Aspect Education is responsible for:

- 1) Convening the Aspect Eligibility Committee once per school term to review any applications that require clarification.
- 2) Reporting to Aspect principals the results of the Aspect Eligibility Committee, so that they can inform the parents of the outcomes.

The School Principal will inform the parents or guardians if the diagnosis has been confirmed or not and if confirmed the child's name is placed on the schools waiting list.

A parent or guardian can appeal the decision if the diagnosis is not confirmed. The principal will consult with the relevant staff, including the National Director, Aspect Education, and inform the family of the outcome of the review.

Guidelines

Autism Spectrum Australia (Aspect) recognises that children with an autism spectrum disorder have the right to access and equity of service regardless of their gender, race or ethnicity, religion or language. As a service provider Aspect will respond appropriately and sensitively to the needs of the entire community including people from indigenous, culturally and linguistically diverse (CALD)

backgrounds within the limit of available resources.

When vacancies arise in the school, the decision about how to fill them is made based on whether the type of vacancy available, for example, a preschool, primary or adolescent group, would be appropriate for the child, a child's age, the length of time a child has been on the waiting list, the availability of alternative placements and the family situation.

References

Legislation

Anti-Discrimination Act 1977 (NSW)

Community services (Complaints, Appeals and Monitoring) Act 1993 (NSW)

Disability Discrimination Act 1992 (Commonwealth)

Disability Standards for Education Act, 2005 (Commonwealth)

Education Act 1990 (NSW)

Education Act 1972 (SA)

Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)

National Disability Service Standards

Standard 5: Service Access

Other Relevant Policies

Complaints by People with an Autism Spectrum Disorder, Family Members and other Aspect Clients

Contributing to Decision Making

Fee Collection

Fee Reduction

Privacy, Dignity & Confidentiality

Registration & Accreditation Procedures: Schools

School Fees and Compulsory Building Levy

Working with Families

Policy - Service Exit: Schools

A student enrolled in an Aspect schools may leave because:

1. the student transitions to a new setting;
2. the student's parents withdraw their child from the Aspect school;
3. a safe working environment for students and staff cannot be achieved; or
4. because of the non-payment of outstanding schools fees.

Policy purpose

This policy sets out the guide for Aspect staff when a student leaves an Aspect school.

Scope

All Aspect schools

Procedures

1. Transition

When a student transitions from an Aspect school to another educational placement the Aspect school principal follows the procedure outlined in the policy O2 01 09 Transition of students from an Aspect School.

2. Parent choice to withdraw their child outside the transition process

When parents, guardians or the person responsible informs the Aspect school principal that their child will be leaving the school, the school staff will discuss with the parents, guardians or the person responsible what transition and post-transition support the child may need and what support the school can offer.

The Aspect school principal will consider requests for transition and post-transition support from families and may provide this if resources are available.

Parents, guardians or the person responsible are required to

give the school's principal one term's notice in writing of their intention to withdraw their child from an Aspect school. If notice received is less than one term, 1 months school fees will be payable in lieu of notice.

3. Safe working environment

Even with Aspect's very active and specialist intervention to support the student, an Aspect school principal may decide that a school is unable to maintain the enrolment of a child in the school if it cannot achieve an acceptably safe working environment for students and staff. Such decisions will be made as a result of procedural fairness considering the steps outlined in Appendix A.

If an issue arises for any other reason, in which the principal believes that the mutually beneficial relationship of trust and cooperation between the parents, guardians or the person responsible and school has broken down, to the extent that it adversely impacts on that relationship, the principal will try and resolve the issue at the earliest indication.

If the principal is unable to resolve the issue and following discussion and agreement with the National Operations Director,- Aspect Schools, the principal may require the parents, guardians or the person responsible to remove the child from the school

4. Non-payment of outstanding school fees

Aspect can make a decision to exit a student for non-payment of outstanding fees as outlined in the policy O8 14 02 Fees Collection policy.

Guidelines

Autism Spectrum Australia (Aspect) provides educational services for eligible school aged children to prepare them for transition to environments that are not autism specific.

Legislation

Anti-Discrimination Act 1977 (NSW)
 Disability Discrimination Act 1992 (Commonwealth)
 Disability Standards for Education Act, 2005 (Commonwealth)
 Education Act 1972 (SA)
 Education and early Childhood Services (Registration and Standards) Act 2011 (SA)
 Education Act 1990 (NSW)
 Equal Opportunities Act 1984 (SA)
 Privacy and Personal Information Protection Act 1998

National Standards for Disability Services

Standard 5: Service Access

Other Relevant Policies

Complaints & Feedback by Aspect Service Users, Family Members & the Public
 Discipline - Schools
 Duty of Care and Dignity of Risk
 Fees Collection
 Individual Planning and Review
 Positive Behaviour Support
 Privacy, Dignity & Confidentiality
 Prohibited and Restricted Practices
 School Fees
 Transition of students from an Aspect School
 Working with Families

Other School Policies

Summary of policy	Changes in 2017	Access to full text
<p>Student welfare</p> <p>The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through the following policies:</p> <ul style="list-style-type: none"> • Person centred approach and recognition of values - define and work towards achieving individual's goals and personal lifestyle choices with support and input from those who care about them • Risk management framework - identifies risks and defines criteria for the assessment of consequence of those risks • Duty of care and dignity of risk - ensures that staff understand and implement the principles of Duty of Care and Dignity of Risk, recognising the rights of the people we support to make informed choices and take calculated risks • Safeguarding the people we support - Aspect is committed to appropriately responding to and preventing incidents of abuse, injury, neglect and exploitation of the people we support, in both participation with Aspect, and as a partner of the broader community 	<p>Approved by Aspect Governance committee as Aspect overarching policies.</p>	<p>The full text of Aspect policies</p> <ul style="list-style-type: none"> • Person centred approach and recognition of values; • Risk management framework; • Duty of care and dignity of risk; and • Safeguarding the people we support <p>can be accessed by request from the school principal or from Aspect's website</p> <p>https://www.autismspectrum.org.au/content/aspect</p>
<p>Anti-bullying</p> <p>For some young people on the autism spectrum, it can be very difficult to recognise bullying. The school seeks to develop supports to assist students to understand that:</p> <ul style="list-style-type: none"> • bullying is about the misuse of power in relationships • bullying is when someone experiences repeated verbal, physical and or social behaviour that causes harm • bullying is mean and can be very hurtful • there are different kinds of bullying • no kind of bullying is ever OK • bullying should always be reported • adults will do all in their power to take it seriously and deal with it 	<p>No changes were made in 2017.</p>	<p>http://www.positivepartnerships.com.au/sites/default/files/positive_partnerships_bullying_fact_sheet.pdf</p>

Summary of policy	Changes in 2017	Access to full text
<p>Discipline</p> <p>Autism Spectrum Australia (Aspect) considers that the behaviour of children with autism spectrum disorders requires support and understanding. Challenging behaviours are best understood and responded to by applying a positive approach as outlined in Aspect's Positive Behaviour Support Policy.</p> <p>Positive Behaviour Support is a comprehensive approach to supporting situations where there is challenging behaviour and combines the science of learning (from Applied Behaviour Analysis) with human rights and values. PBS works in respectful collaboration with individuals and their families to use effective evidence based strategies to increase the quality of life for all involved.</p>	<p>The policy was reviewed in 2017 and was approved as an overarching Aspect policy. The policy was restructured to the new policy framework but there were no changes to the policy.</p>	<p>The full text of Aspect Positive Behaviour Support policy can be accessed by request from the school principal or from Aspect's website</p> <p>https://www.autismspectrum.org.au/content/aspect</p>
<p>Complaints and grievances resolution</p> <p>Autism Spectrum Australia (Aspect) values complaints about the quality of its service and communications to support the continuous improvement of services and management.</p> <p>Aspect's complaints management process provides a transparent framework for promptly and sensitively addressing and resolving complaints and disputes that may arise from complaints having regard to procedural fairness, confidentiality and privacy.</p>	<p>No changes were made in 2017.</p>	<p>The full text of the Complaints Management Process can be accessed by request from the School Principal.</p>



School-determined improvement targets

2017 school determined priority areas for improvement and comments on the achievements

AREA	PRIORITIES	ACHIEVEMENTS
Teaching and Learning	In Consultation with AIS establish main areas of focus to improve engagement, quality service delivery and focus of creating Luna Park moments for all students across their learning day as part of Embedding Excellence Project.	Staff across High School program engaged students in \$20 Boss initiative. Students developed business initiatives which they then implemented. Money made above \$20 investment was then banked. Staff across the school explored how students' strengths and interests could be better embedded within learning to increase motivation and engagement.
	Staff put in place review of playground and social activities and how staff can create increased structure to engage and teach students play based skills.	Regular meetings with teaching staff to review what structured play activities are embedding into students' day. Review PDHPE programs and link to both individual and whole school approach to engage students through play. Set up essential visual supports across playground and set in place required equipment for staff to utilise and engage with students.
	Staff to focus on ACAE element environmental supports and ensure all students have access to visual and other augmented means of communication as part of their individual supports.	ACAE review follow up. Focus and roll out of Zones of Regulation across the school. Staff have received ongoing training and support by WSS OT on Zones, have set up Zones programs for students. The learning support team reviewed and provided support to improve use of visual supports across classes.
Family Support	To continue its focus on families and students being directly involved in their IP planning.	Staff across the school have revised Parent Input and Student Input/Profile forms to further improve parent and student involvement in their IP planning and process.
	Continue to provide NPS survey link to families by way of school Newsletter, school Facebook page and Skoolbag App.	The school saw an overall improvement in parent response to NPS survey and continued to see increase in number of families accessing the school Facebook page and Skoolbag app.
	Encourage parents to partake in survey by way of correspondence at commencement of each term	The school responded to parent feedback and introduced weekly blog which in turn has seen greater reader response to support information and survey initiatives by the school to increase family feedback.
Staff Development	WSS to be involved as required and to engage in staff professional training to ensure all staff are working within policy framework and aware of responsibilities in safeguarding and supporting students in our care.	Staff Professional Development focus of safeguarding student safety and wellbeing with focus of Child Protection across 2017.
	Ongoing MAPA, PBS and Child Protection training.	All staff undertook MAPA and Child Protection training and new staff were trained on the foundations of PBS.
	Work with Aspect Practice, AIS and with staff, to ensure that greater focus when working with students is on assessment and using assessment to guide decision making.	AIS Curriculum consultation engaged to support School Leadership team undertake whole school review. School wide Scope and Sequence and Curriculum design based on syllabus outcomes undertaken to ensure more comprehensive NESA compliance achieved by the school.

AREA	PRIORITIES	ACHIEVEMENTS
WHS Compliance	Work with school Health & Safety Representatives (HSR) and all staff to review safe practices, to encourage staff to always maintain safe work practices as they engage in daily work requirements.	School HSR providing more regular spot audits across school and engaging with staff regarding safe work practices.
	Review and follow up all incidents reported where potential injury and/or where any injury has occurred and engage with WHS management and staff to ensure return to work plans are in place as quickly as possible post any injury where time has been lost by employee.	Process of direct follow up for any incident where potential injury and/or injury sustained becoming more proactive in staff reviewing and reflecting on how they manage situations safely.
Continuous Improvement	New staff to be trained in use of RiskMan during term 1. All staff at WSS using RiskMan consistently by end 2017.	All staff received ongoing training and feedback related to improved use of RiskMan to report incidents and hazards across the school. Leadership Team reviewed use of RiskMan to produce summary reports to better feedback to staff on individual incidents and/or summary of incident patterns across specific sites.
	Review ACAE and in conjunction with ACAE review, focus on areas for improvement to further improve quality of service delivery and consistency across the school.	ACAE review with Aspect Riverina School undertaken in March 2017 and summary report uploaded in to required workspace. Areas for continuous improvement identified and actions set in place to be worked on with staff across 2017 and in to 2018. To include introduction of new ACA and embedding of 5 Point Star in to ACA.
Student Achievement	School teachers to be asked to identify and nominate individuals who can across the school be involved in any school leaders program.	Students across satellite program have been elected in to host school, School Representative Councils. At WP staff looking at school/site captain.
	Increase levels of direct student engagement in their IP and overall learning.	Adjustments to student one-page profiles and how students encouraged to attend and be part of their IP meetings. Included in this student involvement in discussions related to subject selection across High School program.
	Engage students from across the school to be involved as contributors to the story writing and drawing book	Students from across the school were involved as contributors to the book.
Extend services to reach more students with autism spectrum disorder	Continue to work with the Parramatta Dioceses Catholic Education Office (CEO) to explore opportunities for further growth across the school.	Increased meetings with Parramatta Diocese CEO to ensure ongoing strength in collaborative partnership.
	Promote and extend the school's Education Outreach program to support more families and students post transition, and those who are not receiving direct Aspect service.	Review of school's Education Outreach program. Review of financial sustainability of service, how school can broaden staff involvement in new Education Outreach service fee for service model.

School determined priorities for 2018

AREA	PRIORITIES
Teaching and Learning	<p>Aspect WSS to continue to address areas of compliance identified in 2017 as requiring improvement.</p> <p>The school to maintain involvement of AIS to work with teachers in areas related to curriculum design and development as part of its Embedding Excellence and quality education focus.</p> <p>School to focus on school wide scope and sequence and curriculum development across K-12 program with all teachers working together across relevant stages to write, design and develop quality units of work across all KLA subject areas.</p>
Family Support	<p>By end of 2018 Aspect WS School to have increased enrolments to 160.</p> <p>Continue to seek ways of improving parent feedback through NPS survey and the school's social media initiatives.</p>
Staff Development	<p>Implement the School Wide Improvement plan from Embedding Excellence and Quality Education actions.</p> <p>Aspect WSS will continue its work with AIS to fully implement school wide working plan to fully address all areas of curriculum and overall compliance in keeping with NESA recommendations with focus across High School stage 5 and 6 programs.</p> <p>Aspect WSS Embedding Excellence Continuous Improvement focus to continue to be on quality service delivery based on greater Teacher pedagogical understanding.</p> <p>AIS curriculum consultant support to be maintained across 2018 with the school to set in place across K-10 curriculum quality standard and increased understanding of content delivery to enhance quality of student learning.</p> <p>School wide staff development plan developed to capture all areas of compliance and areas linked to quality learning and engagement.</p> <p>By end of 2018 Aspect WSS will have completed level 1 Five Point Star training.</p> <p>Aspect WS School will run ACA training for the whole school in Term 3 with focus being to complete mapping of the ACAE into the ACA</p> <p>Aspect WS will review with teachers and teacher aides how the ACAE fits into the ACA.</p>
WHS Compliance	<p>Increase engagement with Aspect WHS committee and management to improve workplace safety practices.</p> <p>Work with all staff by way of training and development to ensure updated incident reporting documents are rolled out and staff can both access and comply with reporting requirements.</p> <p>Reporting and managing risk a more proactive engagement.</p>
Continuous Improvement	<p>Implement the self-review ACAE school improvement plan actions.</p> <p>Develop consistency across the school in how staff implement Zones of Regulation Program.</p> <p>Improve and implement new Individual Planning process and include focus on parent and student involvement and engagement across all classes.</p> <p>Introduce new ACA and engage with staff to roll out 5-point star as part of Aspect's Comprehensive Approach.</p>
Student Achievement	<p>Continue to increase NAPLAN participation students across years 3, 5, 7 & 9.</p> <p>Increase level of direct engagement of all students in their Individual Education Planning, education learning and development.</p>
Extend services to reach more students with autism spectrum disorder	<p>Aspect WSS to hold Future Planning Meeting in 2018. Actions developed based on identified priorities.</p> <p>Aspect WSS to continue to highlight need for an additional main site and how based on the growth across Western Sydney there may be new options to acquire and/or lease an appropriate space which would enable the school to set up second main site and grow satellite program further.</p>

Respect and responsibility

Aspect Western Sydney School wants all students to recognise that they are valued and an integral part of the school community, with parents and staff providing care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents through each student's Individual Plan and to learn through experiences.

The structure of the school's satellite program provides opportunities for students to participate in classes and cultural activities with host school students, which allow them to get to know each other. The satellite program has assisted in promoting respect for the individual and the rights of others.

Aspect Values have been reviewed with Aspect Board of Directors and Management Team in collaboration with our Stakeholders. Aspect value of "We are passionate about people, about being positive and about what's possible" mirror the nine recommended values (National Framework for Values in Education).

Aspect has a commitment to ensuring all team members know and embrace our core values to ensure they are reflected in interactions and relationships with stakeholders. Aspect recognises that in order to achieve this it is important to share information with staff and the community so that Aspect is known not only for the work that we do but also for the values we uphold.

Parent, student and teacher satisfaction

In 2017 the school increased number of families who registered to access its closed Facebook page, and has introduced a weekly communication blog in keeping with feedback from families that improved communication and improved insight in to what occurs across the school would improve school community involvement. The Skoolbag App has continued to see more families connect and all new families access Skoolbag in keeping with enrolment requirement.

During 2017 Aspect schools surveyed families using the Net Promoter Score (NPS) survey. Aspect Western Sydney School received a survey return score of 71% during the first half of the year and 50% for second half of year. Feedback was extremely positive with parents reporting satisfaction of small class sizes, staff expertise in meeting educational needs and supporting specific autism areas such as communication and behaviour support. Areas for

improvement included comments around the use of technology and extending students further academically.

In 2017 the school extended its online learning modules designed to improve the support for all new staff, new scheme teachers (NST) and staff in general. The continued emphasis across 2017 was to roll out regular induction teleconferences and face to face meetings with new staff and NST engaged in their accreditation process working toward proficiency.

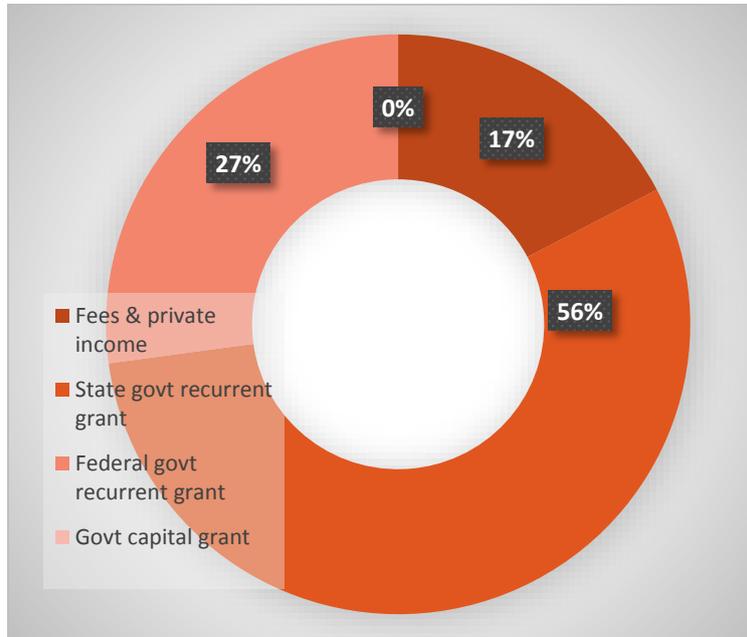
In 2017 all pre-2004 teachers underwent registration with National Education Standards Authority (NESA) to ensure their proficiency as teachers.

In 2017 staff participated in two surveys where feedback was sought on overall satisfaction and areas where staff saw the school could continue to improve its support.

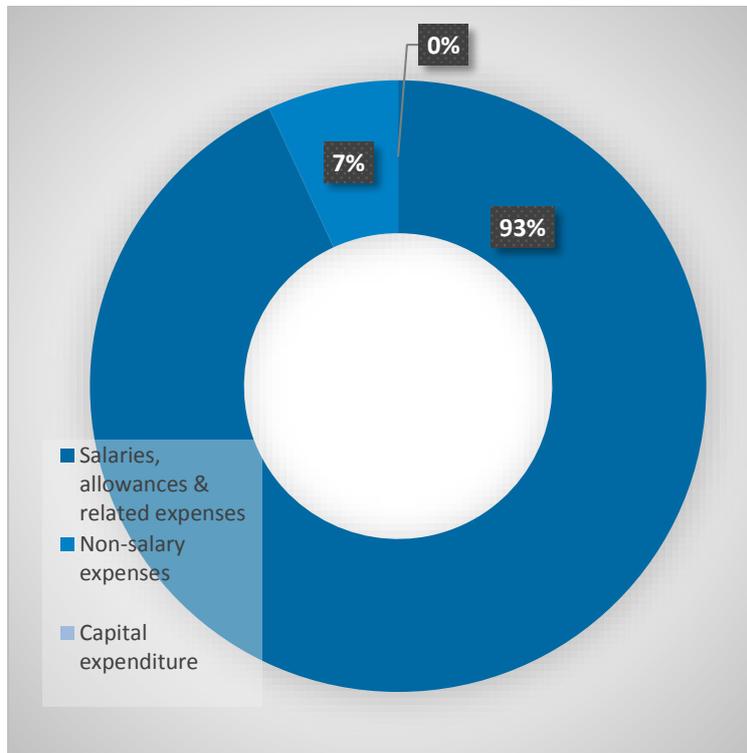


Financial Information

Recurrent/capital income 2017



Recurrent/capital expenditure 2017





Aspect Western Sydney School

294 Victoria Street
Wetherill Park NSW 2164

T 02 8786 3000

F 02 8786 3099

Autism Spectrum Australia (Aspect)

ABN 12 000 637 267

Building 1, Level 2, 14 Aquatic Drive, Frenchs Forest NSW 2086 PO Box 361, Forestville NSW 2087

T (02) 8977 8300 F (02) 8977 8399

E customerservice@autismspectrum.org.au W autismspectrum.org.au